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| **Unit Title** | | **Making Friends** | | | | | | | | | |
| **Language & Grade/Level** | | Kindergarten - Novice Low/Mid | | | | | Approx # of Weeks | | | 15 | |
| Approx # of minutes weekly | | | 55 | |
| **Theme &Topic** | | Belonging/Identity: Making Friends | | | | | | | | | |
| **Essential Question(s)** | | Who am I? Who are you? | | | | | | | | | |
| **Unit Overview** | |  | | | | | | | | | |
| **Unit Goals**  *What should learners know and be able to do by the end of the unit?* | | **Learners will be able to:**   * Greet others in culturally appropriate ways * Introduce self and ask others for their name * Comment on how they feel and inquire about how others feel * Say what I like or don’t like * Name colors of US and Mexico flag * Say if they speak Spanish or English in US and Mexico | | | | | | | | | |
| **Summative**  **Performance**  **Assessments** | | **Interpretive Mode** | | | | | | | | | |
| **Reading**  *Not an intentional part of the curriculum for this grade* | | | | **Listening**   * Hold up or point to correct picture when hearing a question or phrase that has been practiced | | | | | |
| **Interpersonal Mode** | | | | **Presentational Mode** | | | | | |
| Meet a new friend. Ask and answer name and find out how your new friend feels. | | | | *Not an intentional part of the curriculum for this grade* | | | | | |
| **Future Ready Skills** | | **Communication:** | simple conversation | | | | | | | | |
| **Collaboration:** | sorting images by US/Mexico, both› | | | | | | | | |
| **Creativity:** | expressing thoughts in another language | | | | | | | | |
| **Critical Thinking**: | determining if it is US or Mexico by simple descriptors | | | | | | | | |
| **Communication Toolbox** | | | | | | | | | | | |
| **Can Do Statements/Learning Targets** | | | | | | | | | | | |
| **Interpretive** | | * (L) I can recognize a color when I hear it in a simple sentence. * (L) I can understand words related to greetings and feelings. * (L) I can indicate US or Mexico when I hear a simple fact like color on the flag or language. * (L) I can recognize if someone likes or does not like something. | | | | | | | | | |
| **Presentational** | | * (S) I can say if I like or don’t like a color or a pet. | | | | | | | | | |
| **Interpersonal** | | * I can greet someone and ask for and give names. * I can say how I feel and ask to see how someone else is feeling. | | | | | | | | | |
| **Language Functions** | | | | **Related Structures/**  **Patterns** | | | | **Priority Vocabulary** | | |
|  | Greet others by time of day. | | | Buenos días, buenas tardes, buenas noches  Señor, Señora | | | | * Greetings, good-byes * Names * How are you - fine, bad, happy, sad, tired * Some colors * Some animals - mascot, cat, dog * Languages - English, Spanish, possibly others spoken in the class | | |
|  | Say goodbye to others. | | | Adiós.  Hasta luego. | | | |
|  | State my name. | | | Me llamo \_\_. | | | |
|  | Ask others for their name. | | | ¿Cómo te llamas? | | | |
|  | Tell others how I feel. | | | Muy bien. | | | |
|  | Ask others how they feel. | | | ¿Cómo estás? | | | |
|  | Say what color I see. | | | Veo \_\_\_\_. | | | |
|  | Say what I like. | | | Me gusta.  colors, (mascot), cat, dog | | | |
|  | Say what I don’t like. | | | No me gusta.  colors, (mascot), cat, dog | | | |
|  | Say what language I speak. | | | I speak English, Spanish. | | | |
| **Standards to be included in Communication** | | | | | | | | | | |
| **Cultures** | | **Relating Cultural Practices and Products to Perspectives** | | | | | | | | |
| **Product:** Mexico flag  **Practice:** national identity  **Perspective:** all countries have flags as symbols  **Product:** animal associated with Mexico - parrot, jaguar  **Practice:** pride in animals found in your country  **Perspective**: there are animals that are special to Mexico | | | | | | | | |
| **Connections** | | **Making Connections to Other Disciplines** | | | **Acquiring Information and Diverse Viewpoints** | | | | | |
| * Social Studies - US/Mexico | | | Formal v. informal greetings for adults | | | | | |
| **Comparisons** | | **Language Comparisons** | | | **Cultural Comparisons** | | | | | |
| * Time of day greetings | | | bald eagle of US/golden eagle of Mexico | | | | | |
| **Communities** | | **School and Global Communities** | | | **Lifelong Learning** | | | | | |
| meeting someone who speaks Spanish in their school community | | | Students will self-assess based on the can-do statements from the unit. | | | | | |
| **Key Learning Experiences/Formative Assessments** | | | | | | | | | | |
| **Mode of Communication** | | **Learning Experiences** | | | | | | | **Connection to Unit Goal** | |
| Interpersonal | | Use songs/chants at the beginning and end of class to reinforce vocabulary. | | | | | | | Greetings, goodbyes | |
| Interpersonal | | Model greetings, names and saying goodbye by introducing the class mascot. Give the mascot a name that seems to be Spanish.  Have the conversation with the mascot. Let the class pretend to be the mascot as they begin to learn. Then, let the class be the teacher. Create mascot cards. Give half the class a mascot puppet (picture on popsicle stick). Students pair and have conversation, then change roles. Return to this activity as new language is added. | | | | | | | Greetings, names, feelings, likes, dislikes | |
| Interpersonal | | Create a set of image cards showing time of day for greetings. Give half of the students an image. Have the other half greet the student with the image apppriately | | | | | | | Greetings by time of day | |
| Interpersonal | | Name chant in a circle: ¿Cómo te llamas? What is your name? Me llamo \_\_. Letś sing it again! | | | | | | | Asking and answering names | |
| Interpersonal | | Practice asking each other names with puppets, sock puppets, etc. | | | | | | | Asking and answering names | |
| Interpersonal | | Practice asking each other’s names while passing a ball in a circle. | | | | | | | Asking and answering names | |
| Interpersonal | | Create paper plate faces using facial expressions to match the feeling words you are teaching. Follow a similar pattern to the mascot puppets allowing students to ask and answer questions with the focus on the answers. | | | | | | | Stating how they feel | |
| Interpretive | | Use flags of US and Mexico to create sense of going from the US to Mexico. Work with the colors of each flag. Call out a color saying “veo blanco”. Have students point to the correct flag or point to both. | | | | | | | Recognize colors | |
| Interpersonal | | Have images or stuffed animals for 4 or 5 animal names to introduce I like/don’t like. Begin with the class mascot acting out asking and anwering focusing on I like. Add in cats, dogs and then one that is likely to be negative - snakes, spiders. Use a symbol like a heart and a heart with an “X” to cause students to say I like or don’t like with you asking the questions. If there are students who know Spanish, they can also ask the question. | | | | | | | Stating likes and dislikes | |
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| **Technology Integration** | |
| Students will not use technology for this first unit. | |
| **Resources** | |
| **Greetings/**  **Names** | [Hola - Sésamo Plaza](https://www.youtube.com/watch?v=ZKFIOwc7m30)  [¡Buenos días!](https://www.youtube.com/watch?v=kdDu8pFbnRc) - Focus on the 3 greetings, the actual activities are not taught or explained |
| **Feelings** |  |
| **Likes/**  **Dislikes** |  |
| **Mexico/**  **Languages** | Flag of Mexico page - <http://www.homeschoolcreations.com/files/Flag_of_Mexico.pdf> |
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